**Lesson Plan**

**Teacher Candidate:** Danae Nizamuldin

**Grade Level:** 11th **Date of lesson:** Fall 2015

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?  
11SS7: Students analyze U.S. participation in World War II.  
11SS11: Students analyze the major social problems, domestic and economic policy issues and foreign policy in contemporary American society.  
 **Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?  
Students have discussed the general aspects of WWII and have necessary knowledge of conducting research. Students have practice viewing key events from varying perspectives and interpreting events as such.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

During this lesson, students will analyze and interpret primary sources and documents to address the questions surrounding Japanese-American Internment and examine the Japanese-American perspective before, during, and after WWII.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Graphic organizers, observation of small group discussions, large group discussion prompts, reflection journal

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Government Video

Graphic Organizers  
Prompts and question lists

Reflection journals.

**Teaching Model/Strategy**: Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Learning Activities:** Teacher will select one student prior to class to act out a scenario in which the teacher demonstrates an experience of an internee. The class watches the scene play out then the teacher will ask questions about what they saw. This leads to a discussion on the morality of internment. Teacher will then show a government video that attempts to justify internment. Students will answer questions about the film after watching. The teacher will then show several primary documents written by Japanese-Americans before, during, and after internment. This will then lead to a discussion on reliability and validity of sources. Teacher will then show a series of primary source photographs, asking each student to quietly write what they think each photo represents or means in their reflection journals. Teacher then instructs each student to reflect on and discuss the photographs shown in group discussions. Teacher monitors discussions and provides insight when appropriate. At the closing, teacher will inform students of their project.

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?